

Junior Certificate Syllabus Development Studies

This critical analysis locates Irish curriculum policy and practice in their broader socio-cultural and policy contexts. Such an analysis is particularly necessary at a time when Irish schools are experiencing unprecedented waves of curriculum reform in a context where substantive curriculum debates rarely occur. The book explores the implications of these contextual factors for 'official' understandings of and attitudes towards curriculum, with particular reference to the experiences of the curriculum development agencies, recent curriculum reforms and the nature of Irish curriculum contestation and discourse. Education and curriculum policy-making are considered from the perspectives of economic growth, social inclusion, policy fragmentation and the prevailing representational model of partnership. The study identifies the tensions that inevitably arise in attempting to achieve both quality and equality in education, and offers some alternatives to the prevailing contractual model of accountability. The author draws on his own long experience of curriculum development and evaluation and on interviews with key players in Irish curriculum decision-making.

This Handbook presents an international collection of essays examining history education past and present. Framing recent curriculum reforms in Canada and in the United States in light of a century-long debate between the relationship between theory and practice, this collection contextualizes the debate by exploring the evolution of history and social studies education within their state or national contexts. With contributions ranging from Canada, Finland, New Zealand, Sweden, the Netherlands, the Republic of South Africa, the United Kingdom, and the United States, chapters illuminate the ways in which curriculum theorists and academic

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researchers are working with curriculum developers and educators to translate and refine notions of historical thinking or inquiry as well as pedagogical practice.

This book constitutes the refereed proceedings of the 10th International Conference on Computers Helping People with Special Needs, ICCHP 2006, held in Linz, Austria, in July 2006. The 193 revised contributions presented were carefully reviewed and selected for inclusion in the book. The papers evaluate how various fields in computer science can contribute to helping people with various kinds of disabilities and impairment.

Energy Resources in Science Education contains essays from the 1985 International Conference on Science and Technology Education and Future Human Needs held in India. The conference addresses the issue of developing alternative energy sources. It also focuses on the major role teachers plays in the development of the children who will benefit from the outcome of the conference. The book provides some ideas about energy and teaching practices that have contributed to successful education of energy in the schools around the world. The text begins with an introduction to the concept of education as it relates to energy production and conversion. Some useful teaching methods are identified such as field trip activities, creating solar-powered projects and, the use of audio-visual aids. Guidelines in developing an energy curriculum are also discussed in the book. The text can serve as a useful tool for school directors, teachers, policymakers, students, and researchers in the field of education.

This book is devoted to the Anthropocene, the period of unprecedented human impacts on Earth's environmental systems, and illustrates how Geographers envision the concept of the Anthropocene. This edited volume illustrates that geographers have a diverse perspective on

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what the Anthropocene is and represents. The chapters also show that geographers do not feel it necessary to identify only one starting point for the temporal onset of the Anthropocene. Several starting points are suggested, and some authors support the concept of a time-transgressive Anthropocene. Chapters in this book are organized into six sections, but many of them transcend easy categorization and could easily have fit into two or even three different sections. Geographers embrace the concept of the Anthropocene while defining it and studying it in a variety of ways that clearly show the breadth and diversity of the discipline. This book will be of great value to scholars, researchers, and students interested in geography, environmental humanities, environmental studies, and anthropology. The chapters in this book were originally published as a special issue of the journal *Annals of the American Association of Geographers*.

This book is a collection of refereed invited papers on the history of computing in education from the 1970s to the mid-1990s presenting a social history of the introduction and early use of computers in schools. The 30 papers deal with the introduction of computer in schools in many countries around the world: Norway, South Africa, UK, Canada, Australia, USA, Finland, Chile, The Netherlands, New Zealand, Spain, Ireland, Israel and Poland. The authors are not professional historians but rather people who as teachers, students or researchers were involved in this history and they narrate their experiences from a personal perspective offering fascinating stories.

Budget literacy is defined as 'the ability to read, decipher, and understand public budgets to enable and enhance meaningful citizen participation in the budget process'. It is comprised of two main parts - (i) a technical understanding of public budgets, including familiarity with

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government spending, tax rates and public debt and; (ii) the ability to engage in the budget process, comprising of practical knowledge on day-to-day issues, as well as an elementary understanding of the economic, social and political implications of budget policies, the stakeholders involved and when and how to provide inputs during the annual budget cycle. Given that no international standards or guidelines have been established for budget literacy education to date, this book seeks to address this gap by taking stock of illustrative initiatives promoting budget literacy for youth in selected countries. The underlying presumption is that when supply-side actors in the budget process -- governments -- simplify and disseminate budget information for demand-side actors -- citizens -- this information will then be used by citizens to provide feedback on the budget. However, since citizens are often insufficiently informed about public budgets to constructively participate in budget processes one way to empower them and to remedy the problem of "budget illiteracy" is to provide budget-literacy education in schools to youth, helping them evolve into civic-minded adults with the essential knowledge needed for analyzing their government's fiscal policy objectives and measures, and the confidence and sense of social responsibility to participate in the oversight of public resources. This book elaborates on approaches, learning outcomes, pedagogical strategies and assessment approaches for budget literacy education, and presents lessons that are relevant for the development, improvement, or scaling up of budget literacy initiatives. First published in 1997. Routledge is an imprint of Taylor & Francis, an informa company. The increased need for efficiency underlines that activities in North-South co-operation require more than voluntariness and good will; the members of HumanitarianNet share the conviction that aid and co-operation today requires more professionalism, advanced technical skills in a

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variety of areas. Therefore, in the first phase of work HumanitarianNet focused on presenting and analysing the status quo of programmes related to Humanitarian Development Studies. The second part of the book takes account of the European diversity and this need for information in changing the viewpoint of the analyses from an international to a national perspective.

Zimbabwean independence in 1980 demanded a thorough revision of the way in which the law was provided in order to dispense with any form of discrimination based on race or class. The ideals and principles behind this requirement had many practical implications in terms of provision, access, information and education, as well as a profound understanding of tradition and customary law. It was these manifold challenges that gave rise to the Legal Resources Foundation. *A Balancing Act: A History of the Legal Resources Foundation 1985-2015* examines the impulse, growth, development of an NGO which has steadfastly sought to bring law to the people of Zimbabwe over three turbulent decades. Through a study of its outreach, publication, advocacy and education programmes, the author, Mary Ndlovu implicitly explores the social, economic and political framework of society and the state that determined the LRF's trajectory. As the renowned jurist Reg Austin writes, 'Examined from the perspective of its ambitious objectives and the range of its activities, this study of the LRF sheds an important light on a vital part of Zimbabwe's national history. The book is an important addition to the national literature on the role of the non-governmental sector.'

Capitalizing on the current movement in history education to nurture a set of shared methodologies and perspectives, this text looks to break down some of the obstacles to transnational understanding in history, focusing on pedagogy to embed democratic principles

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of inclusion, inquiry, multiple interpretations and freedom of expression. Four themes which are influencing the broadening of history education to a globalized community of practice run throughout Teaching History and the Changing Nation State: · pedagogy, democracy and dialogue · the nation – politics and transnational dimensions · landmarks with questions · shared histories, shared commemorations and re-evaluating past denials The contributors use the same pedagogical language in a global debate about history teaching and learning to break down barriers to search for shared histories and mutual understanding. They explore contemporary topics, including The Gallipoli Campaign in World War I, transformative approaches to a school history curriculum and the nature of federation.

This book discusses the merits and potential shortcomings of Hong Kong STEM education from Grade 8 to Grade 12. Based on concurrent triangulated mixed-method methodology, which integrates both quantitative and qualitative procedures, it describes various change models and proposes new models that are considered compatible with Western cultures.

This book explores the complexities of curriculum studies by taking into account African perspectives of curriculum theory, curriculum theorising and the theoriser. It provides alternative pathways to the curriculum discourse in Africa by breaking traditions and experimenting on alternative approaches.

Serves as an index to Eric reports [microform].

The Presented Past is concerned with the differences between the comparatively static, well-understood way in which the past is presented in schools, museums and at historic sites compared to the approaches currently being explored in contemporary

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archaeology. It challenges the all-too-frequent representation of the past as something finished, understood and objective, rather than something that is 'constructed' and therefore open to co-existing interpretations and constant re-interpretation. Central to the book is the belief that the presentation of the past in school curricula and in museum and site interpretations will benefit from a greater use of non-documentary sources derived from archaeological study and oral histories. The book suggests that a view of the past incorporating a larger body of evidence and a wider variety of understanding will help to invigorate the way history is taught. The Presented Past will be of interest to teachers, archaeologists, cultural resource managers, in fact anyone who is concerned with how the past is presented.

Syncrisis, the Dynamics of HealthAn Analytic Series on the Interaction of Health and Socioeconomic DevelopmentSyncrisis: the Dynamics of HealthAn Analytic Series on the Interactions of Health and Socioeconomic Development, XIII: Botswana, Lesotho and SwazilandSyncrisisThe Dynamics of HealthSyncrisis: Botswana, Lesotho, and SwazilandBotswana, Lesotho and SwazilandNamibia PapersWorking documentsAnnual Report of the Ministry of Education and CultureHumanitarian Development Studies in EuropeAssessment of Universities' Training and NGOs' NeedsUniversidad de Deusto

In the context of profound social, political and technological changes, recent global trends in education have included the emergence of new forms of curriculum policy.

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Addressing a gap in the literature, this book investigates the ways in which curriculum policy is influenced, formulated, and enacted in a number of countries-cases in Europe. The book is a cutting-edge contribution to the debate which has occurred for some time on the pros and cons of secondary education becoming more closely and explicitly related to preparing young people for the world of work. The book provides concrete examples of the vocationalisation of secondary education, with particular reference to the situation in Africa. The target audience for the book includes policy-makers, practitioners, administrators, education planners, researchers, teachers and teacher educators with a concern about the relationship between secondary education and education for the world of work (with particular reference to technical and vocational education and training - TVET.) The book appears in the Springer book series on 'Technical and Vocational Education and Training: Issues, Concerns and Prospects' and compliments the 'International Handbook of Technical and Vocational Education and Training' and other publications in the 'International Library of TVET' all of which are publications of the 'UNESCO-UNEVOC International Centre for TVET' in Bonn, Germany

This book presents some of the results from the second stage of IEA's study of Computers in Education (CompEd). IEA, the International Association for the Evaluation of Educational Achievement, conducts international comparative studies focussing on educational achievement, practices, and policies in various countries and education systems around the

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world. It has a Secretariat located in Amsterdam, the Netherlands. IEA studies have reported on a wide range of topics, each contributing to a deeper understanding of educational processes. The CompEd study is a project that sheds light on the way computers have been introduced in education and on how they are being used across the world today. The study proceeded in two stages with data collected for stage 1 in 1989 and for stage 2 in 1992. Results from both stages have been published in a variety of publications. This book reports about a special part of the study. Student achievement and school processes come into being in the context of the structure and the policies of national (or regional) education systems. The variety found in the CompEd results led us to ask how much might be explained by differences in these national or regional contexts. That is the reason the CompEd study took the initiative to invite the countries participating in the study, as well as some other countries that have had interesting developments in the domain of educational computers, to write a chapter describing their policies and practices regarding computers in education.

The book represents a contribution to policy formulation and design in an increasingly knowledge economy in Zimbabwe. It challenges scholars to think about the role of education, its funding and the egalitarian approach to widening access to education. The nexus between education, democracy and policy change is a complex one. The book provides an illuminating account of the constantly evolving notions of national identity, language and citizenship from the Zimbabwean experience. The book discusses educational successes and challenges by examining the ideological effects of social, political and economic considerations on Zimbabwe's colonial and postcolonial education. Currently, literature on current educational challenges in Zimbabwe is lacking and there is very little published material on these

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ideological effects on educational development in Zimbabwe. This book is likely to be one of the first on the impact of social, political and economic meltdown on education. The book is targeted at local and international academics and scholars of history of education and comparative education, scholars of international education and development, undergraduate and graduate students, and professors who are interested in educational development in Africa, particularly Zimbabwe. Notwithstanding, the book is a valuable resource to policy makers, educational administrators and researchers and the wider community. Shizha and Kariwo's book is an important and illuminating addition on the effects of social, political and economic trajectories on education and development in Zimbabwe. It critically analyses the crucial specifics of the Zimbabwean situation by providing an in depth discourse on education at this historical juncture. The book offers new insights that may be useful for an understanding of not only the Zimbabwean case, but also education in other African countries. Rosemary Gordon, Senior Lecturer in Educational Foundations, University of Zimbabwe Ranging in temporal scope from the colonial era and its elitist legacy through the golden era of populist, universal elementary education to the disarray of contemporary socioeconomic crisis; covering elementary through higher education and touching thematically on everything from the pernicious effects of social adjustment programmes through the local deprofessionalization of teaching, this text provides a comprehensive, wide ranging and yet carefully detailed account of education in Zimbabwe. This engagingly written portrayal will prove illuminating not only to readers interested in Zimbabwe's education specifically but more widely to all who are interested in how the sociopolitical shapes education- how ideology, policy, international pressures, economic factors and shifts in values collectively forge the historical and

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contemporary character of a country's education. Handel Kashope Wright, Professor of Education, University of British Columbia

Originally published in 1975, this book was something of a pioneering study. It examines the three main traditions of African educational development – indigenous, Islamic and 'Western' – and the resulting harmonies and conflicts that arise from these traditions. Its contributors are all specialists writing about their own particular area of interest covering many countries of tropical Africa. They include a number of well-known African scholars as well as some comparatively new names in the field of African Studies at the time. A feature of the book is the attention that it gives to the education of women – an aspect of 'nation-building' that had often been rather neglected. This study is an inter-disciplinary work, calling into contribution History, Sociology, Anthropology, Law, Linguistics, and Medicine, as well as Education. It seeks to show how complex the educational situation is in Africa – and how this complexity needs to be appreciated as a background to educational planning. Nobody who has read this volume will be inclined to dismiss educational reform in Africa as 'a relatively simple matter' – a point of view too frequently implied by those who have not studied the subject in depth. 'Off with the old – on with the new' cannot be so easily implemented as critics within and without the continent sometimes seem to think. More constructively, however, this volume provides many useful insights into ways in which social tension may be reduced and harmony promoted in, and through, education. Although it is likely to be of most immediate value to those who are concerned with African education and its administration (especially in teacher-education), the book constitutes a significant contribution to understanding problems of 'development'.

This book considers the historical legacy and current debate concerning Education in Religion

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in the Republic of Ireland with specific reference to the primary school sector under Catholic denominational patronage. Given Ireland's increased religious, non-religious and cultural diversity today, it is no longer tenable that approximately ninety percent of the country's schools should remain largely under the control of one particular patronage. On the one hand, it is the duty of the State to provide for diverse forms of school management in order to cater for the educational needs of Irish school children. On the other hand, it is the business of the Catholic Church to realise its moral responsibility towards children in their schools whose parents and guardians do not wish for them to be educated in, or witness celebrations of, a faith tradition or set of values other than that to which they espouse. The purpose of the book, therefore, is to consider two contrasting issues by way of contribution to the current debate arising from the complexity of Ireland's relatively unique context. The first questions the appropriateness of Irish State primary schools to continue to provide for denominational religious education given the changing situation in Irish life. The second enquires if it is appropriate to expect denominational schools to provide an exclusively phenomenological programme of religion without undermining their mission to educate in a given faith tradition. Therein, however, is the kernel of the problem and one which the book explores.

This book provides readers with an update of the concepts related to SBCD and vivid cases about how SBCD has been conceived and implemented in six Asian countries (including China, Hong Kong, Japan, Korea, Singapore and Taiwan) and seven European countries (including Austria, England, Finland, Germany, Ireland, Sweden, and The Netherlands). Continuing its calling to define the field and where it is going, the Second Edition of this landmark handbook brings up to date its comprehensive reportage of scholarly developments

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and school curriculum initiatives worldwide, providing a panoramic view of the state of curriculum studies globally. Its international scope and currency and range of research and theory reflect and contribute significantly to the ongoing internationalization of curriculum studies and its growth as a field worldwide. Changes in the Second Edition: Five new or updated introductory chapters pose transnational challenges to key questions curriculum research addresses locally. Countries absent in the First Edition are represented: Chile, Colombia, Cypress, Ethiopia, Germany, Iran, Luxembourg, Nigeria, Peru, Poland, Portugal, Singapore, South Africa, Spain, and Switzerland. 39 new or updated chapters on curriculum research in 34 countries highlight curriculum research that is not widely known in North America. This handbook is an indispensable resource for prospective and practicing teachers, for curriculum studies scholars, and for education students around the world. This volume addresses the need for an international perspective on global education, and provides alternate voices to the theme of global education. The editors asked international educators in different contexts to indicate how their own experience of global education addresses the broad and contested concepts associated with this notion. Following the lead of the internationally acknowledged authors from North America, Europe, Africa, Australia, and Asia, perspectives were provided on a wide variety of contexts including tertiary education, and teacher education; various pedagogies for global education, including digital pedagogies; and curriculum development at school, tertiary and community levels. Contesting and Constructing International Perspectives in Global Education explores the tensions inherent in discussions of global education from a number of facets including spatial, pedagogical, temporal, social and cultural; and provides critical, descriptive and values-laden interpretations. The book is divided

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into five sections, “Temporal and Spatial Views of Global Education”; “Telling National Stories of Global Education”; “Empowering Citizens for Global Education”; “Deconstructing Global Education”; and “Transforming Curricula for Global Education”. It is envisaged as a starting point for a stronger international conception of global education and a way to build a conversation for the future of global education in a neo-liberal and less internationally confident time.

The project “Religious Education at Schools in Europe” (REL-EDU), which is divided up into six volumes (Central Europe, Western Europe, Northern Europe, Southern Europe, South-Eastern Europe, Eastern Europe), aims to research the situation with regard to religious education in Europe. The second volume outlines the organisational form of religious education in the countries of Western Europe (England, Ireland, Northern Ireland, Scotland, Wales, Belgium, France, Luxembourg, Netherlands). This is done on the basis of thirteen key issues, which allows specific points of comparison between different countries in Europe. Thereby the volume focusses the comparative approach and facilitates further research into specific aspects of the comparison.

The Third Edition was created around the 2014 National Standards for Physical Education for K-12 education. Written by experts with a wealth of experience designing and implementing thematic curriculum, this innovative resource guides readers through the process of writing dynamic curriculum in physical education. The text begins by looking at the new national standards and then examines physical education from a conceptual standpoint. It goes on to examine the development of performance-based assessments designed to measure the extent of student learning and explores the various curricular models common to physical education.

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It delves into sport education, adventure education, outdoor education, traditional/multi-activity, fitness, and movement education, describing each model and how it links with physical education standards. New and Key Features of the Third Edition: Includes a new Chapter 2, International Perspectives on the Implementation of Standards Includes a new Chapter 4, Building the Curriculum Includes a new Chapter 6, Creating Curricular Assessments Discusses the process of designing a standards-based curriculum by developing goals that are based on a sound philosophy Explores assessment and the importance of documenting students progress toward the standard Examines how teachers can provide students with opportunities to achieve their learning goals through challenging and motivating choices

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